DOCUMENT RESUME

ED 331 500 IR 053 208

AUTHOR Sanchez, Saadia; And Others
TITLE Public Library Services for Latino Young Adults.
PUB DATE 15 May 89
NOTE 75p.; Student research project, School of Library and Information Studies, University of California, Berkeley.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160) -- Dissertations/Theses - Undetermined (040)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Hispanic Americans; *Library Services; Needs Assessment; *Public Libraries; Questionnaires; Tables (Data); *User Needs (Information); *Users (Information); Use Studies; *Youth
IDENTIFIERS Latinos; *Oakland Public Library CA

ABSTRACT

This report examines the current state of library services for Hispanic young adults and recommends a program for greatly expanding these services at the Latin American Branch of the Oakland Public Library. The study was conducted through an extensive reading of the literature on the topic, interviews with key individuals, and surveys. The first of eight sections of the report is an executive summary of the study. The second section provides background information on the Oakland Public Library's Latin American Branch and its services, as well as on the implications of growing ethnic and racial diversity for libraries. The third section reviews the literature on the demographics of Hispânics and Hispanic youths, barriers to library use by these groups, and existing library programs aimed at serving the Hispanic population. The results of a survey of the information needs of young adults in the Fruitvale district of Oakland are presented in the fourth section, while the fifth presents recommendations and suggestions for their implementation, including a list of goals and objectives, a budget, and a timeline. Sections six through eight contain the information needs assessment questionnaire and data tables, a list of the persons interviewed, and a 39-item bibliography. (MES)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

IR/41

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED331500

PUBLIC LIBRARY SERVICES FOR LATINO YOUNG ADULTS

BY

SAADIA SANCHEZ
ANDY KIVEL
KATHY MOLL
MARTHA RAMIREZ

BEST COPY AVAILABLE

PROF. NANCY VAN HOUSE
LIS 290. MANAGEMENT OF LIBRARIES &
INFORMATION ORGANIZATIONS
SCHOOL OF LIBRARY AND INFORMATION STUDIES
UNIVERSITY OF CALIFORNIA, BERKELEY

MAY 15, 1989

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Saadia Sanchez

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

IR053208

TABLE OF CONTENTS

I. EXECUTIVE SUMMARY..... 1

II. STATEMENT OF THE PROBLEM
1. OAKLAND PUBLIC LIBRARY, LATIN AMERICAN BRANCH AND YOUTH SERVICES..... 3

2. WHY YOUNG ADULTS? SERVING THE UNDERSERVED..... 9

III. REVIEW OF THE TOPIC
1. DEMOGRAPHIC PROFILE..... 11

2. BARRIERS TO LIBRARY USE..... 16

3. SURVEY OF OTHER LIBRARY AND AGENCY PROGRAMS..... 26

IV. NEEDS ASSESSMENT..... 30

V. RECOMMENDATION & IMPLEMENTATION.... 35
1. BUDGET..... 49
2. TIMELINE..... 50

VI. QUESTIONNAIRE & TABLES..... 51

VII. INTERVIEWEES..... 68

VIII. BIBLIOGRAPHY..... 69

EXECUTIVE SUMMARY

This report examines the current state of library services for Latino Young-Adults and recommends a program for greatly expanding these services at the Latin American Branch of the Oakland Public Library. The study was conducted through an extensive reading of the literature on the topic, interviews with key individuals, and surveys.

The report describes the history of the Latin American Branch and Young-Adult services in the Oakland Public system. Next, we address why this sector of the population is so important to be served by public libraries. A demographic profile of the Latino population in the U.S. and Young Adults in particular is provided before examining the various barriers to library use faced by these groups. A preliminary needs assessment is summarized and our recommendations and implementation plan are presented.

According to a recent survey young adults continue to be neglected by public libraries. Results show that "only 11% of public libraries have the services of a young-adult librarian" and budget expenditures continue to be disproportionately low (Eagle 1988). This relative lack of services being offered to young people during these critical years of development becomes even more significant when one considers young adults from ethnic communities. For example, Hispanic youth are twice as likely as non-Hispanic youth to drop out of high school. In addition,

basic social and economic indicators show Latino youth to be generally underserved by society. Headlines alert the public to the problems of gang violence, drug abuse, teen pregnancy, poor educational performance and low literacy rates, among other serious problems confronting the nation's youth. The public library has a role to play in facing these critical issues.

Although progress has been made in the past two decades, ethnic communities continue to be underserved by public library systems. This problem must be seen as a high priority as population trends in California show that by the year 2000 Hispanics will make up 29% of the state's population, and of California residents under the age of 20, 39% will be Hispanic. By the turn of the century a majority of the State's population will be people of color drawn from the multitude of California's minority communities.

To address this problem we recommend instituting a major effort to build Young-Adult services at the Latin American Branch. The project is intended to expand information services within the library and increase library use through a multi-faceted public relations and outreach effort. The project requires the redefinition of the traditional notion of library services to meet a broader range of information needs of young adults in general and Latino young people in particular.

The Young Adult project will require additional funding and staffing. We propose an innovative approach to funding the project drawing on local, state and federal public monies in

addition to private sector funds.

Description of Oakland Public Library's Latin American Branch

The Latin American Library is a branch of Oakland Public Library. Founded in 1966, the Latin American Library was the first library service of its kind in the nation. Initially, the Latin American Library was a federally-funded demonstration library project, conceived to bring public library services to people of Mexican and Latin American heritage. The Federal funding was under the Library Services and Construction Act (LSCA) of 1965, Title I. The Latin American Branch was funded under LSCA, administered by the California State Library, from 1965 to 1973. In 1973, Oakland Public Library elected to retain the Latin American Library, and in 1974 it became a fully funded and an integral branch of the Oakland Public Library System.

The Latin American Library consists of a bilingual professional staff: a branch librarian and two children's librarians. The paraprofessional staff is comprised of a library assistant, a typist-clerk and six part-time library aides. All of them, except two aides, are also bilingual.

Presently, the Latin American Library is located at 1900 Fruitvale Avenue, in the Spanish Speaking Unity Council Building, along with eleven other agencies that serve the Hispanic community.

Overview of the Latin American Library Service

In its effort to value and reflect the diversity of Oakland's multicultural and multiracial community (OPL Mission Statement), Oakland Public Library has promoted ethnic library services. In this regards the Latin American Library helps fulfill Oakland Public Library's mission. The Spanish speaking community is heavily represented in the Fruitvale District (more than 50% of Fruitvale residents are of Hispanic origin) and as a group are traditionally underserved by public libraries. Since its beginning the Latin American Library has committed itself to provide services in both English and Spanish and to promote literacy in both languages. To achieve this commitment it has a bilingual staff and a bilingual book collection. Also, bilingual cultural events are frequently organized.

The Latin American Library has been recognized for its efforts to provide a bilingual service, as well as for its contribution to the community: "We feel that the Latin American Library carries out this additional responsibility in a way that enhances our library service to the community at large" (Gladis Carballo, retired LAL Children's Librarian).

The Latin American Library traditionally has placed a strong emphasis on the quality of its book collection. Half of the library's materials budget for both adults and children is

spent on Spanish-language books, magazines, newspapers, records and other miscellaneous materials to meet the information, recreational and cultural needs of the Spanish-speaking community.

The other half of the budget is for English language materials. The English collection has a focus on Chicano and Latin American related materials, and Indian American and Black history literature. Naturally, both adult collections also contain materials of current popular interest, such as best-sellers and other popular genre fiction and non-fiction.

The Latin American Library houses the best - in terms of quality - and the largest Spanish children's collection in Northern California. This collection circulates heavily, 55% of the total monthly branch circulation is for children's books, and nearly half of that 55% is for children's books in Spanish. Approximately 60% of the total monthly circulation is for Spanish language materials.

Oakland Public Library has, throughout its history, focused on the provision and development of children's services. The Latin American Library, for example, offers story hours in English and Spanish, and the staff visits schools to conduct presentations on library services and materials. Also, a year-round bilingual reading club is maintained to encourage young readers to use the library for recreational purposes. More than 160 children are enrolled in the reading club every year. In addition, cultural and recreational events are held every year

during the summer, and to commemorate Latin American holidays.

In regards to adult services, in January of 1987 the Latin American library began to experience administrative and structural changes. Since then important efforts have successfully been made to achieve three interrelated and ongoing purposes:

1. to strengthen the Spanish and English collection to better serve current patrons and attract new users.

2. to plan and organize events to reach non-users and potential users.

3. to regain contact with other community agencies. This is particularly important, because participation in community events and cooperation with other agencies would enable the library to build better referral contacts, and it would provide another avenue for the dissemination of library services.

Oakland Public Library Service for the Young Adult

Oakland Public Library has not organized a formal service for Young Adults (YAs). Although some attempts have been made in the past to structure YA services, the reality is that the system has neither defined standards for YA services, nor a coordinator of YA services. The system does not have trained YA librarians among its professional staff. Nevertheless, some efforts have been devoted to meet the recreational and informational needs of this vital -- and traditionally underserved -- sector of our society. Each branch has a YA collection, and some of the

branches have better structured Young-Adult collection and services than others. Branch librarians - who are also the adult reference librarians - have traditionally been responsible for building up collections suitable for Young Adults. Furthermore, young adult services have typically been the responsibility of adult reference librarians. Since there is not a special YA materials budget, branch librarians allocate a portion of the adult collection budget to purchase YA materials.

Attempting to meet this need more effectively, the Youth Services Supervisor recently urged children's librarians to voluntarily form a Young Adult services committee. This committee would assess Young Adult recreational and informational needs and structure adequate services for them.

However, the situation has not been adequately resolved. As Elissa Miller, branch librarian at the Latin American Library, stated:

> "Young Adults service does fall between the cracks, because supposedly it has to be done by the adult services librarian. A lot of things are not clear. It is not clear if Young Adult service is really inserted in the high end of the children's service or in the adult service ... and it does not work as well passively as in some of the other areas, and when you think about passiveness in terms of Young Adult services there is a certain amount of passive behavior, in terms of waiting for teens to come here."

Services for Young Adults in general and for Latino Young Adults in particular are urgently needed. Implementation is a complex task, which requires a collective and a committed effort.

Public libraries are called to confront this challenge by setting up priorities for these services and defining a more active role -- as and with other community agencies -- within the community they serve.

Serving the Underserved

Background: In May of 1988 librarians, elected officials, community leaders, and educators met to examine how libraries can better serve communities characterized by increasing ethnic and racial diversity. The State of Change Conference was a response to librarians' voiced concern over the disparity of library service between ethnic and racial communities and the general population. The Conference and subsequent public awareness forums have stimulated public controversy around the implications of growing ethnic and racial diversity for libraries and the systematic obstacles libraries face when responding to diversity.

Librarians working with Latino Young-Adults have been particularly concerned since Latino youth as a group share many of the characteristics traditionally associated with the library underserved-- low educational attainment, poverty, ethnicity and youth. As the RAND study points out: 1) By the year 2000 Hispanics will make up 29% of the state's population, but of those under 20, 39% will be Hispanic; 2) Hispanics had the highest high school non-completion rates in 1980; 3) low-income minorities are more likely to use the library for educational purposes rather than recreation, and; 4) low- income children are more likely than their parents to use the library (Payne, Judith, et al., 1988).

The experience of the members of this task force, as well as that of other librarians, has been that there are in fact bar-

riers to access to information for this segment of the population, barriers that libraries must address if they are to meet their stated goal-- providing equal access to all individuals to learn and find information and inspiration.

Why librarians should care: The library literature seems to assume that the library community is in general sympathy with the following concepts:

1) A multilingual and multicultural society is desirable and should be affirmed (and libraries can play a positive role in this context);

2) Libraries can assist cultural minorities to become equal participants in society through access to information (equal access naturally implies an equal acceptance of responsibility);

3) Libraries play an important and unique role in the integration of cultural difference within a community;

4) California law states that "it is in the interest of the people of the state that all people have free and convenient access to all library resources that might enrich their lives,"

5) Equal access to information and ideas must be a priority if we are to equip our youth with the skills, knowledge and inspiration necessary to compete successfully in a learning society and a world of information.

Hispanic Demographic Profile

Demographic trends confirm that the United States continues to grow increasingly ethnically diverse. Currently, the largest minority population is that of individuals that identify themselves as Hispanic:
Mexican, Puerto Rican, Cuban, Central or South American, or of other Hispanic origin or descent, all countries that share language, and to a broad degree, historical and cultural background. The Hispanic population has grown from 9 million to 14.6 million in the ten years between the 1970 and 1980 censuses. In March, 1988, the Hispanic population totaled 19.4 million, representing 8.1% of the total United States population. Projections are that the growth will continue to increase proportionally.

This significant proportion of the nation's population possesses several educational and occupational characteristics that reveal major areas of concern. In the 1980 Census, 44% of those 25 years and older of Spanish background had completed four years of high school, compared to 68% of the non-Hispanic population. In the 1988 Census Population Survey, the same statistic had risen to 51% for Hispanics -- an increase, but still lagging markedly behind 78% for non-Hispanics. Only 10% of that same population had completed 4 or more years of college, compared to 21% of the total population.

In keeping with their educational background, Hispanics also

tend to be in operative occupations, such as machine operators, service station attendants, and truck drivers. In 1982, about one-fourth (23%) of Hispanics were in operative jobs, whereas about half of that percentage (12%) of the non-Hispanic population was similarly employed. In contrast, twice (17%) as many non-Hispanics were in professional and technical occupations as Hispanics (9%). This general profile continues in 1987 with the percentage of the non-Hispanic population almost double that of the Hispanic population in the professional and managerial positions. Furthermore, unemployment rates for Hispanics continues to stay above the non-Hispanic population. Last year (1988) the unemployment rate for Hispanics 16 years and older was 8.5% compared to 5.8% for non-Hispanics. Estimates are that 25.2% of Hispanic families nationwide are below the poverty level in contrast to 11.6% of the total population (U.S. Census Bureau, 1988).

This national demographic profile provides an accurate picture of local Hispanic communities. California leads the nation in total Hispanic population. In March, 1988 34 percent of all Hispanics in the U.S. resided in California. The projected change in ethnic makeup for 2000 is that Hispanics will make up 61.3 percent of the state's total population (Payne, 1988). Furthermore, in the census tract in which the Latin American Library is located, the Hispanic population accounts for over half (51.2%) of the total population. Considering that a significant number of these Latinos are youths between the ages of

15 and 19, with a lack of educational and career opportunities, targeting that population is a real and necessary concern. According to the 1980 census, 35% of those individuals in that neighborhood who are 18 years and older speak English not well or not at all. Of persons from 5 to 7 years of age 28.5% have similar English proficiency.

Hispanics account for a significant minority within the country. In light of this situation both nationwide and locally, it is clear that Hispanics are underserved by society and measures taken to reverse the trend of educational and career deprivation are necessary.

LATIN ADOLESCENTS PROFILE

According to Erickson, "...the achievement of a personal identity is the central development task of adolescence" (Phinney, 1987). Latino youths in the United States have the multi-faceted task of accepting and clarifying themselves as members of a group that is not accepted by the majority population, in addition to growing as individuals (p.223). "Identification with members of outside groups appears to be blocked for minority members, and identification with their own group is fraught with difficulties" (Mendelberg, 1986). Even within ethnic identity, there is much diversity. According to the 1980 census, 60 percent of the 15 million Hispanic-Americans are Mexican American, 14 percent are Puerto Rican, 6 percent are Cubans and 20 percent are others of Spanish background. There

are, however, some characteristics of Latino youth that are unique, in comparison to non-Hispanics.

Considerable research has focused on the Hispanic adolescent. "Youth and America's Future: The William T. Grant Foundation Commission on Work, Family and Citizenship" provides several findings. "The 1980 Census counted about 3.2 million Hispanic youths, which is about 7.5 percent of the total youth population" (P.24). Because of the high fertility rate of Hispanic-Americans, the highest for any minority, the latino youth population will continue to increase.

Hispanic youth are twice as likely to drop out of high school as non-Hispanics. Furthermore, 66 percent of Hispanic youths were in the working force in late 1986, compared to 71 percent for whites. Hispanics tend to work in full-time positions, and in year-round positions while still in school, but by their early 20's, the median incomes of white young adults are significantly higher than the incomes of Hispanics. The unemployment rates for Hispanic and white youths in 1986 were 14 percent and 10.5 percent, respectively.

Income statistics also reveal the differences in opportunity between ethnic backgrounds. In 1985 the median incomes of Hispanics ages 15 to 19 were slightly more than whites. With the above mentioned fact that Hispanics tend to work more hours in a year, that average is understandable. In the 20 to 24 age group however, the whites are making considerably more than Hispanics. The poverty rate for families headed by Hispanic youths in 1985

is 40 percent, in contrast to 25 percent for young white families.

Another finding of interest is the percentage of Hispanics who are institutionalized, compared to the white population. Including both juvenile detention/correction facilities, and mental hospitals and homes for the mentally handicapped, Hispanics are disproportionally represented in these facilities.

In a study of the Chicago Public High Schools, Hess and Lauber (1985) report that Hispanics and Blacks were more likely to drop out of high school than their white counterparts. According to A Nation at Risk, California Latinos have the state's highest high school non-completion rate. The report states that "13% of all 17-year-olds can be considered functionally illiterate. Considering the characteristics of the Hispanic young adult, there is a striking need for a response by society. Not only are there educational concerns, but also social and cultural requirements. Providing for information needs can be a critical part of the process of aiding latino youth in their growth into contributing and secure adults.

Barriers to Library Use

This section attempts to address what has been noted repeatedly in the library literature as the disparity between library users and the general population. White's (1983) review of library user studies concludes that the dominant characteristics of library users are those traits that describe the middle and upper-middle class in the United States: white, higher income, more educated, younger, white-collar or professional employment. In this section, our purpose is to examine characteristics of library use by Latino Young-Adults. In this context we will also discuss education, income, age, and ethnicity as correlated factors.

Education and Poverty

Along with high dropout rates functional illiteracy among minority youth may run as high as 40%" (NYLA, 1987). Library based literacy projects have, for the most part, limited their services to adults. This attempt to avoid duplication of school services coupled with the confusion over the place of Young-Adult services in the library has resulted in poor service to functionally illiterate Latino youth. Young-Adult service may be included at the high end of children's service or at the low end of adult service; often the result is that Young-Adult service falls between the cracks. Libraries without structured YAs programs are more likely to lack the expertise needed to provide adequate library services to poor and reluctant readers.

The gap in income between the poorest families and other

families with children has grown since 1970. The result has been a growing disparity, largely along racial/ethnic lines, between advantaged and disadvantaged youth. Almost half of California's Latino children live in families with incomes below the poverty line. This reality has a direct impact on the way in which Latino young adults utilize their non-school time. For example, two out of three high school students have part-time jobs. A quarter of California's high school seniors work more than 26 hours per week (PACE, 1989). The limited free-time available to YAs's make it that much more important to provide effective and efficient library services.

Latino YAs' Perceptions of Library Service

Statewide, libraries are not seen as sources of information for answers to important questions. A 1979 study reported that only 7% of Californians responded that the library was a source of information for important questions; this percentage dropped to 4% for Latinos. Over half of the Latino respondents said they never go to libraries for information (Payne, 1988). Our findings indicate that Latino young adults relate the library to school assignments almost to the exclusion of the use of the library for personal information needs or for recreational reading (Sanchez, 1988). This research confirms Pisano's (1978) findings that "Few people viewed [the library] as a resource for themselves; rather they saw the library as important for someone else" (p. 252).

Although, few libraries and librarians actively or inten-

tionally limit service to young adults, in reality a number of factors result in making young adults among those groups least served by public libraries. In a survey called Services and Resources for Young-Adults in Public Libraries a key finding was that "only 11% of public libraries have the services of a young-adult librarian" (Eagle, 1988). Barriers to library use by Young-Adults include attitudes, policies, availability and type of materials, fees, access tools, and preselection censorship.

Attitudinal Barriers

Attitudinal barriers can be those of the individual librarian, the profession in general, or the young-adult patrons themselves. Young adults are often viewed as a drain on library resources (librarians' time, materials, library space, etc.) that could be more profitably used by adults. Their presence may in fact be interpreted as a barrier to adult library use. Young adults may be intimidated by the official atmosphere of the library or may be unwilling to ask for help in locating information on personal concerns -- sex information, teen-age rights, family problems, etc. Librarians in turn may feel uncomfortable providing information which may be deemed controversial -- sex information, teen rights, family problems, etc.

On the other hand, there is an underlying assumption that Young Adults do not have the same need for information that adults have, and that information sought by them does not qualify as a genuine research need. In this regard, the literature on library services supports the fact that Young-Adults are routine-

ly denied access to non-book materials, special collections and library services such as interlibrary loans and data base searches.

Furthermore, the language of indexes and catalogs is not easily understood by Young-Adult patrons making it more difficult for them to conduct their own searches. Reference librarians are also stymied in their efforts to meet the information needs of young adults by the lack of materials or by their failure to identify reference materials at an appropriate ability and interest level.

In addition, the problem of adequate services for Young Adults is intricately linked with another problem -- that of perception. The perceptual problem is that there is a lack of prestige for those involved in Children's and Young-Adult services. Overall, the public library has a distinctly adult orientation.

Libraries and Ethnicity

In an ideal library world, library personnel would reflect the multicultural and multilingual make-up of the community. While striving for the ideal it is important that librarians working with Latino youth become "ethnically literate" (Allen, 1988). Public libraries must confront a harsh reality: there are not enough Children's and YA Librarians, and there are few librarians who are or wish to be adequately prepared to provide library service to Latino Young-Adults. This in itself constitutes a major barrier to library use since "public library

usage by YAs's...correlates with the presence of a YAs librarian" (Eagle, 1988).

Library literature in general supports the statement that reference librarians -- as any other human beings -- make value judgments about the information being requested and the person doing the requesting. There are numerous psychological studies comparing request for service by two people where the distinguishing factor is dress, sex, age or racial/ethnic background. These studies have shown that Latino youth are not high on the scale of who gets served first.

Effectiveness of Library Services for the Disadvantaged

The 1970's are noted for attempts by libraries to respond to the needs and demands voiced by minority groups seeking improved library service. The period was also characterized by the availability of federal funds aimed at getting libraries to participate in social programs (Childers, 1975; Wilson 1977).

The library literature offers many explanations for the disparity of library use by the poor. Most have been some form of Childers' (1975) culture of information poverty. Childers portrays disadvantaged peoples as sharing the following characteristics: 1) typically disadvantaged by the level of processing skills at their command; 2) locked into an information subculture characterized by unawareness and an inordinate amount of misinformation; and, 3) a predisposition to accept the undesirable conditions of their life and a failure to see information as an instrument of their salvation. Childers concludes that the

information needs of the disadvantaged differ in that 1) the disadvantaged need "remedial" doses of information to bring them up to "information par" with the rest of society; and, 2) their unwillingness to delay gratification or plan for even a short-term future mitigates against their acting on a potential need.

It has been argued that the programs themselves were unsuccessful and in fact contributed to library ineffectiveness. But it is not surprising to find failures among projects that made ill-conceived efforts to provide Childers-type crisis point information. Interestingly, it is also not surprising that the most successful programs were preceded by a community needs assessment or were initiated by the community with the library as a tag-along participant (Blake, 1988; Ortiz, 1986). A fundamental problem, then, is that librarians have assumed that the poor need and desire information on where to locate basic necessities but, in fact, the library literature does not reflect an investigation of the specific information needs of the poor.

"The greatest failing of the majority of library use research may be its assumption that the reasons for use reside with the public rather than with the library itself. Thus, library use is correlated with years of education, race, income and age, instead of with variables related to library performance" (Nauratil, 1985).

Libraries and Community Needs Assessment

Allen (1988) and Beilke and Sciara (1988) have addressed the

specific information needs of Latino youth. They stress the importance of community level needs assessment but offer some broad guidelines involving collection development, access tools, library personnel, public relations and service site. As Beatrice Julian, Youth Services Supervisor of the Oakland Public Library, points out: "We are librarians, we need to study and assess our communities in order to provide services. We cannot afford to take our Black or Hispanic librarians and say 'You are our official minority representative, go into the community and do research'. All of us are supposed to assess our communities. It does not break down to what you feel or care [about], it breaks down to the requirements of our profession...Nobody is released from the responsibility of giving services to our society."

Libraries continue to rely on pilot projects and limited grants to purchase materials for ethnic collections. While there is a fairly wide acceptance of cultural pluralism as an abstract principle, there is little agreement on how it applies to the day-to-day business of collection development. Some librarians have expressed concern that applying such criteria to the selection process is in itself a form of censorship. Others worry that purchasing "ethnic" materials will impact negatively on their ability to meet the needs of the rest of their clientele.

"As Hispanic American and East Asian American populations rapidly increase in the United States today, the youth of these

cultural backgrounds require many more books and other materials from which to learn about themselves. At the same time, other American youth must learn more about these age cohorts with whom they will share a lifetime in our multicultural society" (Beilke & Sciara, 1988).

Latino YAs Service and Collection Development

According to Barbara Meserve, former YA Librarian at the Biblioteca Latinoamericana/San Jose Public Library, one of the fundamental problems encountered by YAs librarians in their efforts to provide services for Latino Young-Adults is the lack of literature in English or Spanish that portray Latin teenagers or reflect their cultural values. Publishers do not publish materials that deal with minority issues. Minority adolescents are alienated from the bulk of the Young-Adult literature.

As with all library patrons, actual and potential, educational levels and language proficiency will dictate the form and level of materials that should be available. Libraries in communities where Spanish is a common language must provide not only materials but access tools in Spanish. Libraries have always invested in pamphlet collections, vertical files, indexing, non-book materials, and re-binding of materials to cover information needs not met by standard library sources. Such creativity needs to be extended to meet the needs of Latino youth.

Educational research supports the claims that reading in Spanish has a long term positive effect on the attitude toward

reading and on the academic abilities of Spanish-speaking children, an effect that carries over into their English-language reading. Yet a 1985 survey of Arizona librarians (Schon, 1988) found that 40% of responding librarians do not believe that books in Spanish for children and young adults serve an important educational purpose (Schon, 1988).

Libraries have been most successful in attracting Latino young adults when they have been able to meet their needs for immediate information about personal problems. "The mere existence of resources of strength does not constitute means of access thereto" (Curley, 1988). Libraries must provide the means for Latino youth to find out what exists, relate what exists to their needs, and create a means of bringing that information to the individual.

Equal access to information and ideas must be a priority if we are to equip our youth with the skills, knowledge and inspiration necessary to compete successfully in a learning society and a world of information. "Intellectual access to information includes the right to read, to receive and to express ideas, and the right to skills to seek out, explore and examine ideas. Physical access includes being able to locate and retrieve information unimpeded by fees, age restrictions, separate collections, and regulations" (McDonald, 1988).

The well-being and enrichment of Young-Adults is best served by the availability of a wide diversity of recreational and educational programs. California law states that "...it is in

the interest of the people of the state that all people have free and convenient access to all library resources that might enrich their lives." Libraries have been founded on the belief that access to information is vital to the maintenance of a free and just society. As librarians we owe it to ourselves and to our communities to advocate the rights of access for the economically, socially and politically unempowered.

A multicultural and multilingual society is desirable and should be affirmed. "All people -- majority and minority -- benefit from an understanding of the cultures that make up our American nation and the world" (Futrell, 1987). The Latin American Library has shown how a library and librarians can play an important and unique role in the integration of cultural differences within a community. This project attempts to encourage an effort to continue this tradition throughout the design and implementation of services for Latino Young-Adults.

Survey of Other Library and Agency Programs

In proposing a plan for the Latin American Library of the Oakland Public Library System, it is important to survey other programs that have been employed by other libraries and agencies. This section reviews some specific programs aimed at serving the larger Latino population. A number of institutions provide practical examples of what can be done to improve service to Latin Americans within a community.

The McAllen Memorial Library in McAllen, Texas, is one library that has begun a program for improving access for Hispanics to library resources. In "McAllen Memorial Library Working to Attract Hispanics," Susan Bancroft Espinoza explains the many barriers to information access for Hispanics, in addition to a brief description on what the library is doing to ameliorate the situation: "They are planning training sessions for staff members in aiding Hispanic patrons; translating [job] applications; looking for children's books, best sellers and popular books in Spanish; and working on providing the information and referral services that people ask for (p.7)." Published late in 1983, the article does not provide an evaluation of the long-term effectiveness of these programs, nor how or if the service has continued. The program description does provide, however, an idea of one library's response to the need.

Another example of service provided by a library is the Brooklyn Public Library's El Centro Hispano de Informacion, which includes "...a Spanish Language center stocked with reading

materials in both Spanish and English, run by a bilingual, bi-cultural staff. It's the home of [the] Bilingual Education and Job Information Center where educational and career opportunities can be explored with the assistance of a trained librarian. It's also the site of special bilingual programs such as films, workshops, English as a Second Language and High School Equivalency courses. And ...it's a referral and information service where people with medical, legal or educational problems can be put in touch with appropriate agencies" (Malus, 1981, p. 368).

El Centro was opened in 1978 in response to the growing Hispanic population of the Brooklyn community. The only service of its kind in the metropolitan area, with approximately 2,400 monthly users, it provides Spanish and English popular novels, reference materials, children's books, newspapers and magazines. In addition, various classes workshops, and many other services are available. One example of the services provided by El Centro is the subject catalog in both English and Spanish. The staff translates subject headings into Spanish and then interfile the cards into the card catalog, creating a bilingual subject file (p.369). El Centro is funded by the federal Library Services and Construction Act. The author concludes that this program is clearly an important and viable force in the Hispanic community and has continued to effectively meet a variety of needs.

The Santa Barbara Public Library (SBPL) also has developed

a program to improve services to ethnic minority groups within community. "The initiative started when a coalition of 10 Chicano organizations undertook a campaign to improve library services for Chicanos in Santa Barbara..." (Ortiz, 1986, p.100). The proposal was submitted to the California State Library and approved in Spring 1981 with full funding for the project.

The results of the project activities were especially wide-spread and effective. The program consisted of a promotional campaign that included door-to-door fieldwork and videotaped advertisements, in-service workshops for staff, collection development, deposit collections and joint sponsorship of programs. One example that produced excellent results was the door-to--door library registration campaign early in the project. Bilingual promotional literature in addition to the ties that had been established with community organizations greatly aided this aspect of the program. Additionally, non-library card holders could register at agency cultural and informational events, which produced a "snowball effect." "Individuals reached and registered through the outreach activities contacted friends and relatives and encouraged them to acquire library cards" (Ortiz, 1986, p.103).

Another example of the program's effectiveness is the deposit collection. The authors wryly comment, "At some deposit sites, the service was perhaps too successful, as evidenced by an inordinately high loss rate of non-returned materials" (p.103). This vigorous use of the collection reveals its significance to

the Hispanic community. Clearly, SBPL creatively utilized ties with other community organizations to provide a variety of library services to the ethnic minorities. As demonstrated by SBPL's situation, other agencies often have a strong commitment to aiding Latinos.

The Learning Resource Center (LRC) of Mattatuck Community College in Waterbury, Connecticut has also developed a unique service to the Spanish speaking population within that community. The LCR's purpose is to "...manage and package information and learning materials so that the final product meets the skill level of the student" (DeAngelis, 1987). The LCR was able to help a Hispanic cultural group in its goal of writing and producing videotapes to "transmit a sense of pride and disseminate information to the Puerto Ricans in the Waterbury area" (p.41). The initial project was extremely well received, producing requests from other city agencies for help in video production and a $10,000 grant to support the initial stages of the project.

As can be seen by the above discussion, there are several worthwhile examples of improving services to Latinos, if not to Latino young adults. The Latin American Library of the Oakland Public Library System can draw valuable lessons and learn from these organizations and programs.

Latino Young Adult Information Needs Assessment

This section addresses what we believe is a significant issue related to library services for Latino YAs, that is the identification of library needs of Latino YAs, mainly served by the Latin American Library.

In order to plan future library services for Latino YAs, it is fundamental to identify current library needs of this target population. Bearing this purpose in mind, a Survey of Information Needs of Young Adults in the Fruitvale District of Oakland was designed and conducted by Saadia Sanchez-Vegas to fulfill a requirement for a Research Methods class in the Fall of 1988. In addition, a total of six Latino adolescents between the ages of 13 and 17 were interviewed in the Latin American Library. In order to gather information pertaining to Latino YAs library needs from the librarians' perspective, four librarians were also interviewed. All the interviews were conducted during the months of March and April 1989.

Survey on Information Needs of YAs in the Fruitvale District

Methodological Aspects:

The data-collection instrument for the survey was a questionnaire which consisted of sixteen questions. All the questions were closed-ended except the last question. The opened-ended question was related to the students' suggestions to the Library to improve its current services.

Sample: The sampling method used was Convenience Sampling.

Questionnaire respondents were students in eight classrooms from Fremont High School (public) and Saint Elizabeth High School (private). Both schools are mainly served by the Latin American Library. The total sample was: One hundred students between the ages of 12 and 18. The questionnaire was evenly distributed by gender.

The student questionnaire was designed to answer the following questions:

1. How do students spend their free time? Do a significant number of students do any recreational reading? And, if so, what topics interest them the most?
2. Why do they actually go to the public library? Do they go to the library for a reason different than school related work?
3. What kind of information do they seek in the public library?
4. Do they have any suggestions? Would they like to come to the library to listen to a guest speaker? What kind of activities should the library encourage? Should the library purchase "other" kind of books, records, magazines? and, if so, what kind?
5. Do YAs feel they are welcome in the library? Do they find the staff helpful?

Survey and Interview Findings:

The six interviews conducted in the Latin American Library were also designed to answer the questions above. We detected some interesting variations in the

responses, particularly in relation to what kind of services the library should provide.

According to the survey results, 61% of the respondents identified themselves as Latinos, 22% as blacks, 15% as Asian and only 1% as American-Indian (See table 1). None of the respondents were white. These percentages suggest an interesting profile of the area regarding the population ethnic composition, and most important, the ethnic composition of the Youth population in the Fruitvale District. Of the six adolescents interviewed in the Latin American Library, four had Mexican backgrounds, one was originally from Honduras, but raised in Los Angeles and Oakland, and another was a newly-arrived immigrant from Mexico. All interviewees were library users randomly selected during library working hours.

From the survey some of the most interesting findings were:

1. Their favorite ways of spending their free time were: 49.5% indicated sports, 51.6% watching TV, 44.2% talking on the phone, 63% listening to the radio and only 13.7% reading. In total, 86.6% of the YAs surveyed did not indicate that they do any recreational reading (See table 2 and Questionnaire).

2. 88.4% of all respondents indicated that have visited the library within the last year, 32.5% have visited the library in the last two or three weeks.

As to why they visit the library, 54% of all respondents indicated 'to do homework', 25.3% 'to get help with

my homework' and 27.4% 'to find books that are not in the school library'. Only 12% indicated that they go to the library 'to meet friends'. And surprisingly, 47.4% answered 'to read a good book' (See table 3).

4. Reading topics of interest: 37.9% indicated mystery, 31.6% sports, 26.3% drugs, 26.3% romance, 21.1% sex education, 11% AIDS, and 8.4% computers, among other preferences (See table 4).

5. Responses given for languages spoken at home: 70.5% indicated that another language besides English is spoken at home, 57.9% indicated that the language was Spanish, 7.4 Vietnamese and 3.2% Chinese. Also, 52% said that they usually find what they want in the library in their language (Spanish), and 13% indicated that they would like to find more materials (Spanish and Vietnamese) in that language (See table 5).

6. On what suggestion they would like to make to the library to improve its services, 41% indicated that they would like to make suggestions (See table 6). Interestingly, 27.8% of all respondents indicated that they would like the library to provide more books on various teenage issues. Topics such as psychological and emotional concerns, drugs & alcohol, romance, sex, mystery, and sports. 12.8% indicated that they would like more records and tapes mostly on 'rap' music. Moreover, 22.1% indicated that they would like guest-speakers in the library to discuss topics such as, AIDS & other sexually transmitted diseases, sex, pregnancy & birth control, drugs & alcohol, crime & violence, gangs, college & career options, and other emotional

and psychological aspects of teenager life.

7. 81% agreed that they felt welcome in the library and find the staff helpful (See table 7).

From our interviews we found out that in general YAs go to the library to get books for recreational purposes. Their favorite topics were: mystery, romance, sports, drugs and alcohol, sex, and other topics related to 'teenage problems'. All the interviewed suggested that they would like to see more books 'written for Young people' and about subjects relevant to 'their problems'.

In short, we conclude that from our findings there are three important issues: 1. The library is strongly viewed as school related , and it's not really perceived as a pleasant place to be. Public libraries are not viewed as a resource, where YAs's can find information relevant to their personal problems and immediate solutions, such as information related to job, college or career opportunities. 2. There is a lack of awareness in relation to what the library is, in terms of its role and functions and in relation to the community it serves. 3. The library would better meet YA's information and recreational needs, first, if it builds up a stronger YAs collection in both English and Spanish, second, if it assumes a stronger Information & Referral role, third, if it plans and presents programs of interest for Latino YA's, in addition to cultural events, and fourth if it implements tutorial programs for Latino YAs.

Recommendation and Implementation

It is the recommendation of this proposal that Oakland Public Library make a commitment to substantially expand library services to Latino Young-Adults at the Latin American Branch Library. Library Administration must recognize the importance of serving young citizens as fully as possible during these critical years of development by responding with innovative approaches to library services and outreach. Oakland Public must take advantage of the strong institution that the Latin America Branch is today and seize the opportunity to expand services and redefine its political strategies.

This project will include developing special programs, expanding the Young-Adult collection and reference services at the library, as well as conducting a multi-faceted outreach and promotion campaign amongst Latino youth, the surrounding community, politicians and community leaders, and the public schools and social service agencies that interact with this population.

The project will require increased staffing to include a full-time young adult specialist librarian, half-time clerical support staff, and two additional library aides drawn from the project's target population.

The project will also require additional funding beyond personnel expenses. We propose that Oakland Public make an initial financial commitment and fully support a broad based effort to secure funding from a variety of other sources including state and federal grants, private foundations, corporations

and individuals.

During the first phase of the project Oakland Public will make a commitment of in-kind contributions covering office space, equipment and general support. At the same time, we propose a long-term commitment be made to continue funding for the young adult librarian position. It is important to avoid the all-too-common situation of a project disappearing once the initial grant money runs out. This can result in mistrust of the library by the community as expectations for services are raised, and then disappointed.

Start-up funds to cover all personnel costs and minimal program expenses will come from a LSCA grant. These federal funds, administered by the State Library, currently have special funding categories for projects serving ethnic communities and for projects designed to share resources amongst libraries. This project clearly fits these two categories.

The remainder of project expenses, primarily collection building and program expenses, will come from a variety of non-traditional sources. These include additional federal grants, private foundation grants and the private sector.

This project will be part of a long-term strategy to broaden the base of public library support in Oakland by proactively turning attention outward to promote library services and to redefine traditional views on sources of library support and funding.

GOALS AND OBJECTIVES

SERVICE GOALS

GOAL #1:

Latino Young-Adults are able to obtain services and materials pertinent to their personal informational needs.

RATIONALE:

Latino Young-Adults have pressing and on-going information needs that are not necessarily linked to school work. They may include recreational interests as well as sensitive issues such as sex education or career options. Other issues may concern the particular historical, social and cultural community of which these young people are a part. The library needs to demonstrate its relevance to young people's lives by providing appropriate services and materials. Library resources should contribute to the development of positive role models, cultural identity and personal inspiration.

OBJECTIVES:

Objective #1: To sponsor four programs during the 1989-90 fiscal year with an attendance goal of 15% of the community's Young-Adult Latino population.

To accomplish this objective it will be important to present evening or weekend programs that will be attractive to young adults so they will readily set aside regular activities to

attend. The goal will be to connect the theme of the program to library materials so that the information presented during the program is a window into library services. In this way, the library will become associated with activities of interest to Young-Adults and they will see examples of library materials that are offered everyday. Each program will include a library display promoting library materials in various formats and other sources of information or activities such as community agencies, training centers, internships, etc.

To make the biggest promotional splash early on the first two programs should be in areas of entertainment interest to young adults. These would include music, food, sports, visual arts and the like. The programs should include people with some name recognition from the Oakland community. For example, a program on music might include a "big name" such as Pete Escovedo (better yet, his daughter and major teen star, Sheila E.), along with other local musicians, disc jockeys, studio technicians, etc. The program could include discussion of music history, the music industry and career possibilities, a demonstration, and a jam session. Another program might be on baseball and include a few players from the Oakland A's and a women's team from a local college or university.

It will always be important to provide programs that offer something for both young men and women. In addition, programs should not be limited to the few areas in which it is easy to find positive role models with high achievement and recognition

such as in the sports and entertainment worlds. It will be important to provide positive role models and life options in areas beyond sports and entertainment which are amongst the few generally promoted as options to people of color.

Other program possibilities include poetry readings with local Latin poets (an area of growing interest among Latino young adults), a visual artist such as a local muralist, a holiday fiesta or celebration of a significant cultural or historical event. Once these early programs have been held it will be important to present programs on current issues of concern to young people. These would include AIDS and sex education, drugs, career and higher education options, family, current events, etc.

Objective #2: To increase the number of reference questions asked by Young-Adults by 20% during the 1989-90 fiscal year.

To accomplish this objective it will be important to promote the nature of reference services available to patrons and the types of information requests the staff and resources are equipped to handle. This can be done within the library and as part of outreach efforts. Particular subjects or areas of concern could be promoted through special outlets. In addition, the library should continue to participate in current efforts at regional cooperative reference projects.

Objective #3: To enlarge the Young-Adult collection including Spanish-language materials by 40%, by February 28, 1990.

To accomplish this objective effectively the current collection has to be examined so that needs can be identified and a general collection policy for young adult materials can be completed. In addition, strategies for building the collection must be put in place such as monitoring available literature, and regularly consulting with peers and young adults. Finally, identifying publishers and vendors, and establishing procedures for purchasing materials will have to be established or structured in to existing systems.

Objective #4: To increase circulation of the Young-Adult collection by 25% by June 30, 1990.

The key to accomplishing this objective will be the various outreach and promotion efforts and the special programs that bring new patrons into the library. The outreach must be a multi-faceted campaign relying on a variety of media and approaches. One key will be promoting the library in places where young people can be expected to be and in ways they will find relevant. This means at schools, churches, parks, malls and record stores, and on the radio and local TV. For example, a local community radio station has a show each Friday night for Latino teenagers. Again, using local personalities as a way of identifying the library with interesting people and activities will be helpful in the early stages.

GOAL #2:

The library is an active part of the community agencies network which informs and serves latino Young-Adults.

RATIONALE:

The library is one of a network of community service agencies that Latino Young-Adults can approach for information. The library acknowledges that particular information may best be provided by other agencies and must be prepared to make appropriate referrals. Making the library staff aware of what agencies exist in the community and what services are offered is a key to effective I & R service. By being a more active participant in the community services network the library will be viewed as a dynamic resource by both the target population and the social services community. Additionally, these external relations are an important aspect of developing a broader network of library supporters.

OBJECTIVES:

Objective #1: To establish and maintain monthly information exchange meetings with other agencies providing services to the young adult latino population beginning in September 1989.

To accomplish this objective an effort will be made to identify, make contacts and establish relations with relevant service agencies and individuals. The library has a headstart in this area because it is housed in a building along with a variety

of other social service agencies. After the initial informal contact has been established and the goals of this project conveyed schedules and plans for meetings can be set. It will be important that these gatherings be conducted in an efficient yet informal manner so the participants do not feel unnecessarily overburdened by another meeting in their busy schedules.

Objective #2: To establish and maintain an I & R vertical file of organizations and programs serving the young adult latino population by September 1989.

This project will begin by assessing what other I & R files exist in the area what materials can be drawn from them. Next, the project will involve identifying relevant organizations, services and activities and then establishing a system for obtaining literature. An initial mailing list can come out of the monthly exchange meetings. Once material has been acquired from the list of organizations to be represented in the I & R file a small computer database can be built and the hard copy vertical files established.

GOAL #3:

Latino Young-Adults are able to obtain services and materials to support their educational needs.

RATIONALE:

The library is a place where Latino Young-Adults currently go to do their homework. The library must take advantage of this

function as a vehicle to increase the numbers of young adult patrons and to broaden how the library is viewed. The library must improve its ability to supplement the local school libraries by being more prepared with reference materials and assistance. Working more closely with the school libraries will lead to more efficient use of the scarce resources available to both institutions and broaden the public library's base of support.

OBJECTIVES:

Objective 1: To establish formal channels of communication with the local school libraries through bi-monthly meetings beginning in September 1989.

This aspect of the project will entail initiating contact with school librarians in the area and scheduling and planning meetings. These brief bi-monthly meetings will have to be supplemented with phone conversations and through the mail in the early stages until systems are put in place within the schools involving both teachers and librarians. It is possible that eventually the meetings will not be necessary once phone and mail communication of lesson plans and homework assignments have been put in place.

Objective 2: To increase the number of school related information requests by 15% by June 31, 1990.

The strategy for accomplishing this objective will be to incorporate school related topics into outreach and promotion

efforts and to encourage referrals from teachers and librarians. In addition, the library must incorporate the information gathered through sharing information with the schools into its collection policy and acquisitions. Only by successfully helping students with their school-related requests will the library encourage other students to use the facility. Collecting statistics on this aspect of library service will be important in the first months in order to establish base figures from which later use data can be compared.

MANAGEMENT GOALS

GOAL #4:

The Young-Adult latino community is well-informed about available library services.

RATIONALE:

People will avail themselves of library services only if they know such services exist. This is especially true when targeting a community which may not have a tradition of public library use and has historically been underserved by the library. In addition, young adulthood is a complicated period of life with many activities competing for attention.

OBJECTIVES:

Objective #1: To obtain an assessment of the Young-Adult Latino population's awareness of library programs and services by September 30, 1989 and to assess the increase in awareness by June 30, 1990.

This objective will entail developing and conducting two surveys of the Young-Adult community. Additionally, informal consultation with young adults should be sought and the possibility of establishing an advisory board of Young-Adults should be considered halfway through this project's time frame.

Objective #2: To increase Young-Adult patron registration by 25% by June 30, 1990.

The strategy to meet this objective includes making a pitch for library card registration an integral part of general outreach efforts and conducting a special campaign during the spring and summer months. A promotional campaign for library card sign-ups should include a special incentive. Members of the private sector should be approached to help provide prizes. One library district made arrangements for free large pizzas for every elementary class that reached 100% sign-ups. A campaign for library card registration should be coupled with a summer reading program which also includes prizes for reaching reading goals. If current figures for Young-adult registration do not exist they will have to be established early in the project.

Objective #3: To establish and execute a multi-faceted library outreach program aimed at Young-Adults beginning in September 1989.

To accomplish this objective the necessary staffing and funding must be in place and a careful plan developed. A good

deal of consulting with professionals and Young-Adults will be necessary in the planning stages to ensure effective pitches and appropriate outlets are utilized. The media will include newspapers (school, community (English & Spanish), church, and major dailies), newsletters, public service announcements on radio and TV, and various community, civic, and social service agency organizations. Special efforts must be made to get to where Young-Adults are spending their time. If this is the mall, for example, then finding a way to promote the library there is essential. Maybe a kiosk in the mall or a Young-Adult browsing area in a book or record store. Including store owners in the process will help everyone involved.

GOAL #5:

The library staff is able to respond effectively to and meet the informational needs of Latino Young-Adults.

RATIONALE:

The library acknowledges the target population has unique needs arising from factors of age, culture and socio-economic background. It is necessary for library staff to be sensitive to the concerns, issues and social behavior of latino young adults if a positive relationship to the library is to develop.

OBJECTIVES:

Objective #1: To obtain an assessment of staff awareness of particular issues of concern to Latino Young-Adults by September 1, 1989.

Meeting this objective will require a means for surveying staff attitudes and skills concerning Latino young adults. This will require consulting with experts in the field and developing a survey.

Objective 2: To assess development of staff awareness and communication skills interacting with Latino Young-Adults in January and June 1990.

Meeting this objective will mean repeating staff surveys in order to establish a controlled evaluation of staff development.

Objective #3: To plan and execute quarterly staff development programs dealing with the needs of Young-Adults, sensitivity to cultural background, and awareness of the library's community beginning in September 1989.

To meet this objective the Young-Adult Librarian will need to develop, plan, and execute staff development programs by consulting with experts and closely following literature in the field. In addition to the formal quarterly programs an informal means of sharing literature, news, and other resources amongst the staff must be established.

Objective #4: To establish a section during each monthly staff meeting devoted to informal discussion of issues and sharing of information in this area beginning July 1989.

To encourage participation this aspect of staff development

will be developed in an informal and non-threatening manner. It will require simply making a place in the staff meeting agenda for informally checking-in amongst the staff concerning issues relevant to Latino Young-Adult services. Providing space in the agenda makes a statement about the importance of the issues, but beyond this what actually happens will depend on the staff.

Budget

Personnel .....

- Young Adult Librarian Specialist
- One half-time Clerical Staff
- Two part-time Pages

Equipment .....

- Phone
- Desk
- File Cabinet
- Computer

Promotion .....

- Printing
- Supplies
- Consulting Services

Special Programs .....

- Fees for guests (speakers, etc.)
- Refreshments

Collection Building .....

- Books
- Videos
- Music

Timeline

June - July 1989
1. Write and submit LSCA Grant Proposal
2. Write job descriptions for new positions

September - October 1989
1. Receive funding
2. Post job announcements and hire

October - November 1989
1. Complete community and staff awareness surveys
2. Begin outreach to other social service agencies and collecting I & R materials
3. Institute systems for ongoing data collection
4. Initiate planning of special programs

December 1989
1. Initiate quarterly staff development programs

June 1990
1. Conduct second community and staff awareness surveys
2. Evaluate statistical findings on program success

INFORMATION NEEDS ASSESSMENT QUESTIONNAIRE

Please help us know how our public libraries can serve you better. To achieve this purpose I need you to fill in this questionnaire. It will take you only 15 minutes...
On these questions there are not wrong or right answers. What we want to know is just what you think. YOUR ANSWERS ARE STRICTLY CONFIDENTIAL. PLEASE DO NOT PUT YOUR NAME ON THE QUESTIONNAIRE. THANK YOU VERY MUCH FOR YOUR COOPERATION!

1. Are you a: 1Female ( ) 2Male ( ) ?

2. In which of the following age groups do you belong?

   ----12-15 years old (1)
   ----16-19 years old (2)
   ----20 or older (3)

3. Which of the following groups describe you best?

   ----Hispanic, Mexican-American, Latin American (1)
   ----Black (2)
   ----Asian (3)
   ----American Indian (4)
   ----White, Anglo (5)
   ----Other: How would you describe yourself? (6)

   _____

4. Do you work in a job outside of school hours?

   (1) YES ( ) (2) NO ( ): go to question 5

   4.a If YES, How many hours do you work every week?

   _____hours per week.

5. Is your mother currently working in a paid job?

   (1) YES ( ) (2) NO ( ): go to q. 6

   5a. Does she work part time 1( ) or Full time 2( ) ?

6. Is your father currently working in a paid job?

   (1) YES ( ) (2) NO ( ): go to q. 7

   6a. Does he work part time 1( ) or Full time 2( ) ?

7. What is you favorite way of spending your free time?
   (Mark with an x as many answers as you want)
   ---Sports (1) ---Watching TV (2)

---Talking on the phone (3) ---Meeting with friends (4)
---Concerts (5) ---Parties (6)
---Listening to the radio/stereo (7) ---Reading (8)
---Other: Plese tell us what you like to do best... (9)

_____

Now, let's talk about the neighborhood public library....

8. Do you happen to have visited the public library in the last few years?

(1) YES ( ) (2) NO ( ) : go to question 16

8a. If YES, about how long ago was the last time you visited a neighborhood public library?
Would you say...

---Within the last week (1)
---2 to 3 weeks ago (2)
---1 to 2 months ago (3)
---3 to 5 months ago (4)
---6 months to 1 year (5)
---more than one year ago (6)

9. Do you have a library card?

(1) YES ( ) (2) NO ( )

10. Which neighborhood public libraries do you usually visit?

----Latin American (1)
----Melrose (2)
----Dimond (3)
----Main (4)
----Other: Which one? _____ (5)

10a. Is this the public library nearest to your home?

(1) YES ( ): go to question 11 (2) NO ( ): go to next q.

10b. If NO, Why do you go to this one?

_____

11. Why do you visit the library? (Mark with an x as many answers as you want)

---To find some good books to read (1)
---To borrow records (2)

---To borrow tapes (3)
---To read magazines (4)
---To do my homework (5)
---To meet with friends (6)
---To take my younger brother or sister (7)
---To watch a special program (8)
---To answer questions that I'm curious about (9)
---To get help with my homework (10)
---To find books that are not in my school library (11)
---To look up information for someone else (12)
---To find a quiet place to think (13)
---To talk with the librarian (14)
---To meet others of my own age? (15)
---Other: Please let us know your reasons ... (16)

_____

_____

12. What kind of books do you like to read the best?
(mark with an x as many answers as you want)

---Mysteries (1)
---Romance (3)
---Crime/Detective (5)
---Sports (7)
---Computers (9)
---Popular music (11)
---Science Fiction(13)
---Adventure stories (2)
---poetry (4)
---Self-help books (6)
---biographies (8)
---cookbooks (10)
---drug/alcohol problems(12)
---sex education (14)
---Information on AIDS/other diseases (15)
---stories from movies or television (16)
---Other: Let us know what interest you most...(17)

_____

13. When you go to the library, do you find the staff generally helpful?

All the time ( )1 Most of the time ( )2 Sometimes ( )3
Hardly ever ( )4 Never ( )5

14. When you go to the library do you always find what you are looking for? (Mark an x by the appropriate answers)

---Books = All the time ( )1 Most of the time ( )2
Sometimes ( )3 Hardly ever ( )4 Never ( )5

---Magazines = All the time ( )1 Most of the time ( )2
Sometimes ( )3 Hardly ever ( )4 Never ( )5

---Records= All the time ( )1 Most of the time ( )2
Sometimes ( )3 Hardly ever ( )4 Never ( )5

---Tapes = All the time ( )1 Most of the time ( )2
Sometimes ( )3 Hardly ever ( )4 Never ( )5

15. Is a language other than English spoken in your home?

(1) YES ( ) (2) NO ( ): go to question 16

15.a. If YES, What language? _____

15.b. Do you find materials (books, records, tapes) in this language in you neighborhood public library?

(1) YES ( ) (2) NO ( )

15.c. If NOT, Would you like to find materials in this language?

(1) YES ( ) (2) NO ( )

16. Since we want to provide you with a better service, would you like to make any suggestions?

If YES, mark an x by your answer:

---I want more books on: (which subjects)

_____

_____

---I want more records: (what kind)

_____

_____

---I want more special programs: (what kind)

_____

_____

---I want guest speakers to talk about: (What?)

_____

_____

(PLEASE DO NOT SIGN YOUR NAME) Thank you very much!!!

TABLE 1

Sample/ Ethnic Composition:

ETHNIC

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	COM PERCENT
LAT.	1	58	61.1	61.1	61.1
BLK.	2	21	22.1	22.1	83.2
ASI.	3	15	15.8	15.8	98.9
AM.IN.	4	1	1.1	1.1	100.0
TOTAL		95	100.0	100.0	

VALID CASES 95 MISSING CASES 0

TABLE 2

Favorite ways of spending free time:

SPORTS

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	COM PERCENT
YES	1	47	49.5	100.0	100.0
NO	.	47	49.5	MISSING	
TOTAL		95	100.0	100.0	

VALID CASES 47 MISSING CASES 48

TV

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	COM PERCENT
YES	1	49	51.6	100.0	100.0
NO	.	45	47.4	MISSING	
TOTAL		95	100.0	100.0	

VALID CASES 49 MISSING CASES 46

PHONE

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	COM PERCENT
YES	1	42	44.2	100.0	100.0
NO	.	53	55.8	MISSING	
TOTAL		95	100.0	100.0	

VALID CASES 42 MISSING CASES 53

(Cont') TABLE 2

Favorite ways of spending free time:

RADIO

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	COM PERCENT
YES	1	60	63.2	96.8	96.8
NO	2	2	2.1	3.2	100.0
	.	33	34.7	MISSING	
TOTAL		95	100.0	100.0	

VALID CASES 62 MISSING CASES 33

READING

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	COM PERCENT
YES	1	13	13.7	100.0	100.0
NO	.	82	86.3	MISSING	
TOTAL		95	100.0	100.0	

VALID CASES 13 MISSING CASES 82

TABLE 3

As to why they visit the library:

TO DO HOMEWORK

HOMEWORK

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	COM PERCENT
YES	1	52	54.7	100.0	100.0
NO	.	41	43.2	MISSING	
TOTAL		95	100.0	100.0	

VALID CASES 52 MISSING CASES 43

TO GET HELP WITH MY HOMEWORK:

TELEPHONE

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	COM PERCENT
YES	1	24	25.3	100.0	100.0
NO	.	70	73.7	MISSING	
	0	1	1.1	MISSING	
TOTAL		95	100.0	100.0	

VALID CASES 24 MISSING CASES 71

(Cont')

TABLE 3

TO FIND BOOKS THAT ARE NOT IN THE SCHOOL LIBRARY:

NOSCHOLI

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	COM PERCENT
YES	1	26	27.4	100.0	100.0
NO	2	68	71.6	MISSING	
TOTAL		95	100.0	100.0	

VALID CASES 26 MISSING CASES 69

TO MEET FRIENDS

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	COM PERCENT
YES	1	12	12.6	100.0	100.0
NO	.	82	86.3	MISSING	
TOTAL		95	100.0	100.0	

VALID CASES 12 MISSING CASES 83

(Cont') TABLE 3

TO READ A GOOD BOOK:

GOODBOOK

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	COM PERCENT
YES	1	45	47.4	97.8	97.8
NO	4	1	1.1	2.2	100.0
	.	48	50.5	MISSING	
TOTAL		95	100.0	100.0	

VALID CASES 46 MISSING CASES 49

TABLE 4

READING TOPICS OF INTEREST:

MYSTERY

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	COM PERCENT
YES	1	36	37.9	100.0	100.0
	.	58	61.1	MISSING	
TOTAL		95	100.0	100.0	

VALID CASES 36 MISSING CASES 59

SPORTS

FOOTBALL

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	COM PERCENT
YES	1	30	31.6	100.0	100.0
	.	64	67.4	MISSING	
TOTAL		95	100.0	100.0	

VALID CASES 30 MISSING CASES 65

(CONT')

TABLE 4

READING TOPICS OF INTEREST:

DRUGS

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	COM PERCENT
YES	1	25	26.3	100.0	100.0
	.	69	72.6	MISSING	
TOTAL		95	100.0	100.0	

VALID CASES 25 MISSING CASES 70

ROMANCE

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	COM PERCENT
YES	1	25	26.3	100.0	100.0
NO	.	69	72.6	MISSING	
TOTAL		95	100.0	100.0	

VALID CASES 25 MISSING CASES 70

SEXEDUC

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	COM PERCENT
YES	1	20	21.1	100.0	100.0
NO	.	74	77.9	MISSING	
TOTAL		95	100.0	100.0	

VALID CASES 20 MISSING CASES 75

(CONT') TABLE 4

READING TOPICS OF INTEREST:

AIDS

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	COM PERCENT
YES	1	11	11.6	100.0	100.0
NO	.	83	87.4	MISSING	
TOTAL		95	100.0	100.0	

VALID CASES 11 MISSING CASES 84

COMPUTER

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	COM PERCENT
YES	1	8	8.4	100.0	100.0
NO	.	88	90.5	MISSING	
TOTAL		95	100.0	100.0	

VALID CASES 8 MISSING CASES 87

TABLE 5

Languages spoken at home (other than English):

ANOTHER LANGUAGE BESIDES ENGLISH IS SPOKEN AT HOME:

FORELANG

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	COM PERCENT
YES	1	67	70.5	76.1	76.1
NO	.	20	21.1	22.7	98.9
					100.0
TOTAL		95	100.0	100.0	

VALID CASES 88 MISSING CASES 7

IF YES, WHAT LANGUAGE

YES

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	COM PERCENT
SP	1	55	57.9	82.1	82.1
CH	2	3	3.2	4.5	86.6
VI	3	7	7.4	10.4	97.0
CA	4	1	1.1	1.5	98.5
	5	1	1.1	1.5	100.0
TOTAL		95	100.0	100.0	

VALID CASES 67 MISSING CASES 28

(CONT')

TABLE 5

THEY USUALLY FIND MATERIALS IN THEIR LANGUAGE:

FMATERIA

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	COM PERCENT
YES	1	50	52.6	80.6	80.6
NO	2	12	12.6	19.4	100.0
	0	32	33.7	MISSING	
	TOTAL	95	100.0	100.0	

VALID CASES 62 MISSING CASES 33

IF NOT, WOULD THEY WANT TO FIND MATERIALS IN THAT LANGUAGE

IFNOT

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	COM PERCENT
YES	1	13	13.7	72.2	72.2
NO	2	4	4.2	22.2	94.4
	3	1	1.1	5.6	100.0
	0	76	80.0	MISSING	
	TOTAL	95	100.0	100.0	

VALID CASES 18 MISSING CASES 77

TABLE 6

SUGGESTIONS TO IMPROVE LIBRARY SERVICES:

SUGGEST

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	COM PERCENT
YES	1	39	41.1	53.4	53.4
NO	2	33	34.7	45.2	98.6
ER.	6	1	1.1	1.4	100.0
	0	22	23.2	MISSING	
TOTAL		95	100.0	100.0	

VALID CASES 73 MISSING CASES 22

IF YES, WHAT LANGUAGE

YES

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	COM PERCENT
SP	1	55	57.9	82.1	82.1
CH	2	3	3.2	4.5	86.6
VI	3	7	7.4	10.4	97.0
CA	4	1	1.1	1.5	98.5
	5	1	1.1	1.5	100.0
TOTAL		95	100.0	100.0	

VALID CASES 67 MISSING CASES 28

TABLE 7

Do you find the staff generally helpful?

STAFF

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	COM PERCENT
YES	1	77	81.1	90.6	90.6
NO	2	8	8.4	9.4	100.0
	0	8	8.4	MISSING	
TOTAL		95	100.0	100.0	

VALID CASES 85 MISSING CASES 10

INTERVIEWEES

Gwendolyn Gatewood. Librarian. Fremont High School.

Beatriz Julian. Youth Services Supervisor 1988-1989. Oakland Public Library.

Barbara Meserve. Former Young Adult Librarian. Biblioteca LatinoAmericana, San Jose Public Library.

Elissa Miller. Branch Librarian. Latin American Library. Oakland Public Library.

BIBLIOGRAPHY

Allen, Adela Artola. (1988). "Library Service for Hispanic Young Adults." Library Trends. 37(1):80-105.

Bancroft-Espinoza, Susan. (1983). "McAllen Memorial Library: Working to Attract Hispanics." Lector. pp.6-7.

Blake, Faye M. (1988). "Information and Poverty." in Unequal Access to Information Resources: Problems and Needs of the World's Information Poor. Proceedings of the Congress for Librarians, Feb. 17, 1986. Jovian P. Lang, ed. pp 9-12. Ann Arbor, MI: The Pierian Press.

Beilke, Patricia F. and Frank J. Sciara. (1986). Selecting Materials For and About Hispanic and East-Asian Children and Young People. Hamden, CT: The Shoe String Press.

Bundy, Mary Lee. (1982). "An Advocacy Perspective: The Public Library and the Poor." Catholic Library World. 53(9):380-384.

Childers, Thomas. (1975). The Information Poor in America. Metuchen, NJ: The Scarecrow Press, Inc.

Curley, Arthur. (1988). "Keynote Address: Obstacles to Information Access." in Unequal Access to Information Resources. Jovian P. Lang, ed. pp. 1-8. Ann Arbor, MI: The Pierian Press.

Deangelis, Patrick. (1987). "Pedro's Question: Learning Resource Centers and the Community." Library Journal. July, pp.41-43.

Eaglen, Audrey B. (1988). "Is YASD Ready for the Real World?." School Library Journal . September. pp. 134.

Estrada, Leobardo. (1984). "The Importance of Demographic Data for Information Providers." in Biblio-Politica: Chicano Perspectives on Library Service in the United States. Francisco Garcia-Ayvens and Richard F. Chabran, eds., pp. 9-22. Berkeley, CA: Chicano Studies Library.

Futrell, Mary Hatwood. (1987). "Library Service to Minorities." in Libraries, Coalitions and the Public Good. E.J. Josey, ed. New York: Neal Schuman Pub.

Guerena, Salvador. (1984). "Library Survey Analysis and the Spanish Speaking in California." in Biblio-Politica. Francisco Garcia-Ayvens and Richard F. Chabran, eds., pp. 71-88. Berkeley, CA: University of California.

Haro, Roberto P. and Elizabeth Harting Smith. (1978). "Si se Puede! It can be done." Wilson Library Journal. 53(3): 228-231.

Hess, G. Alfred, Jr. and Diana Lauber. (1985). Dropouts from the Chicago Public Schools: An Analysis of the Classes of 1982, 1983, 1984. Chicago Panel on Public School Finances: Chicago, 1985.

Hiland, Leah F. (1988). "Information and Thinking Skills and Processes to Prepare Young Adults for the Information Age." Library Trends. 37(1):56-62.

U.S. Census Bureau. (1988). The Hispanic Population in the U.S.: March 1988 (Advance Report) Current Population Reports. Population Characteristics Series P-20, No. 431. U.S. Dept. Of Commerce Bureau of Census.

Josey, E. J., ed. (1987). Libraries, Coalitions and the Public Good. New York: Neal-Schuman.

Kaye, Marilyn. (1988). "Underage and Underserved." in Unequal Access to Information Resources. Jovian P. Lang, ed. pp 69-72. Ann Arbor, MI: The Pierian Press.

McDonald, Frances M. (1988). "Information Access for Youth: Issues and Concerns." Library Trends. 37(1): 28-42.

Malus, Susan. (1981). "El Centro Hispano de Informacion: A Unique Service of the Brooklyn Public Library." Catholic Library World. April, pp.368-370.

Mancall, Jacqueline C. And Carl Drott. (1983). Measuring Student Information Use: A Guide for School Library Media Specialists. Littleton, CO: Libraries Unlimited.

Mendelberg, Hara E. (1981). "Identity Conflict in Mexican-American Adolescents." Adolescence. 21(8): 215-224.

Milo, Albert Javier. (1984). Library Service to the Spanish Speaking in the United States: A Selective Bibliography." in Biblio-Politica. Francisco Garcia-Ayvens and Richard F. Chabran eds., pp. 207-275. Berkeley, CA: University of California.

Nauratil, Marcia J. (1985). Public Libraries and Nontraditional Clientel: The Politics of Special Services. Westport, CT: Greenwood Press.

New York Library Association. (1986). "Libraries serving youth: Directions for service in the 1990's." Proceedings of a New York State Conference. April 16-18.

Ortiz, Isidro D. and Salvador Guerena. (1986). "The Co-Production of Library Services for Racial Minorites: A Feasible Task." in Alternative Library Literature 1984/1985: A Biennial Anthology. Sanford Berman and James P. Dankey, eds, pp. 99-106. Jefferson, NC: McFarland.

Payne, Judith, et al. (1988). Public Libraries Face California's Ethnic and Racial Diversity. Santa Monica, CA: The RAND Corporation.

Pisano Vivian and Margaret Skidmore. (1978). "Community Survey-Why Not Take an Eclectic Approach?" Wilson Library Journal. 53(3): 250-253.

Policy Analysis for California Education (PACE). (1989). Conditions of Children in California. Kurt, Michael, Project Director. Berkeley, CA: PACE.

Sanchez-Vegas, Saadia. (1988). Survey of Information Needs of Young Adults in the Fruitvale District/Oakland. Unpublished Paper. University of California, Berkeley.

Schon, Isabel, et al. (1988). "Books in Spanish for Young Readers in School and Public Libraries: A Survey of Practices and Attitudes." LISR. pp. 21-28.

Tarin, Patricia A. (1987). "Books for the Spanish-Speaking: Si Se Puede." Library Journal. 112(12): 25-28.

Tarin, Patricia A. (1988). "RAND Misses the Point: A "Minority" Report." Library Journal. 113(20): 31-34.

Tauer, Carol A. (1982). "Social Justice and Access to Information." Minnesota Libraries. 27(2): 39-42.

Varlejs, Jana, ed. (1986). Freedom of Information and Youth. Jefferson, NC: McFarland.

Wetzel, James R. (1987). American Youth: A Statistical Snapshot. William T. Washington, D.C.: Grant Foundation.

White, Lawrence J. (1983). The Public Library in the 1980s: The Problems of Choice. Lexington, MA: D.C. Heath and Co.

Wilson, Patrick. (1977). Public Knowledge, Private Ignorance: Toward a Library and Information Policy. Westport, CT: Greenwood Press.

Zweizig, Douglas L. (1984). "Public Libraries and Excellence: The Public Library Response to A Nation at Risk." in Libraries and the Learning Society: Papers in Response to A Nation at Risk. Richard M. Dougherty, et al. eds., pp. 91-109. Chicago, IL: ALA.